**Course Requirements & Assessments**

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| Assessments | Point Value |
| Application Exercise #4 | 56 points |
| Application Exercise #3 | 60 points |
| Application Exercises #1 and #2 | 56 points |
| Research Project and Presentation | 60 +60 = 120 points |
| Administrative Field Experience (Proposal + Project) | 8+28 = 36 points |
| Chapter Key Components Summary – Presentation | 60 Points |

**Assessments**

1. Application Exercise #4 (pg. 151): Prepare a written response of 500-1000 words in APA format (title page, abstract, appropriate citations) to the question on page 151 #4 (application exercise). Be certain to respond to all questions provided. For the exercise, select an educational product of interest to you. Assignment will be scored using the Formal Writing Assignment Rubric **(DUE: Feb. 23)**
2. Application Exercise #3 (pg. 187): Prepare a presentation packet including specific strategies and decision-oriented evaluation approaches to address this assignment. Your packet should be complete addressing all components (a-d) and also visibly attractive for your audience. Follow APA format (title page, abstract, appropriate citations to support your recommendations). Assignment will be scored using the Formal Quantitative Reasoning Scoring Rubric **(Due March 2)**
3. Application Exercises #1 and #2 (pg. 241): Prepare a written response as a review of the case studies cited on page 241 #1 and 2 (applications). The studies focus on the issues related to various cultures that impact our educational system. Refer to the articles cited in preparing your analysis of the two cases. Specifically respond to the questions provided citing evidence from the concepts learned to date, as well as your personal experiences. Your response should be 2000-2500 words in length (4-5 pages). Follow APA format as noted for prior assignments. Assignment will be scored using the Formal Writing Assignment Rubric **(Due March 23)**
4. Research Project and Presentation: Using the guidelines presented in Chapter 11-13 and 17 complete the following assignment: In communication with your mentor for your field experience select a particular program or initiative that your school/district has recently adopted or is considering. For this program, locate a good evaluation report from a site such as What Works Clearing House. Using the guidelines that you have been provided (Chapter 17), critique the evaluation that has been completed. If possible, arrange for interviews with several (at least 3) of the intended users. Determine their reaction to the information. If they have not received the information, secure it for them and allow them to review it prior to your interview.

In summary your written document should: summarize the evaluation, provide your personal critique of the document and the methodology as referenced in this course, identify the strengths and weaknesses of the program, and include what your recommendation would be if you were the administrator responsible for reviewing the program.

For your presentation follow the suggestions provided on page 488 #2 (application). You may select from any of the suggestions or provide another model that you feel would most appropriately present your findings. Assignment will be scored using the Formal Oral Presentation Scoring Rubric and Formal Quantitative Reasoning Scoring Rubric **(Projects Due April 20) (Presentations will take place in class on April 13, 20, 27)**

1. Administrative Field Experience:This course includes a 35-hour field experience that includes a field-based project with documented field hours. The field-based project is to include components of one or more of the prescribed assessment evidence (E1-5) as identified by the PDE. The project and field experience must meet Wilkes University and PDE requirements. Assignment will be scored using the Wilkes University Field-Based Project Requirements & Rubric for Principal and Superintendent Certification Courses on pages 16-18 of this syllabus. **(Due April 20)**
2. Chapter Key Components Summary – Presentation: As part of a group project students will analyze the key components of one of the chapters (6 – 9) in the text, summarize the major components and present them to the class. The project will be worth 60 points and will be graded using the Formal Oral Presentation Scoring Rubric. **(Will take place as follows: Ch. 6 & Ch. 7 Groups: Feb. 16, Ch. 8 Group: Feb. 23, Ch. 9 Group: March 9)**